

INFLUENCE OF THE STATE UNIVERSITIES AND COLLEGES ACCREDITATION TO THE EDUCATIONAL MANAGEMENT OF THE INSTITUTION

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ABSTRACT

The foremost intent of the study was to determine how accreditation has influenced the state colleges and universities of the Cordillera Administrative Region in their educational management. There were six participating institutions—Abra State Institute of Science and Technology (ASIST), Apayao State College (ASC), Benguet State University (BSU), Ifugao State University (IFSU), Kalinga State College (KASC), and Mt. Province State Polytechnic College (MPSPC) - with Bachelor of Elementary Education and Secondary Education Programs that were granted Level II and III status. For the extent of practice of the accreditation processes and the extent of influence of the accreditation, a questionnaire was used. Evaluated were: the Vision, Mission, Goals, and Objectives (VMGO); Organization and Governance; Academic Program; Faculty; Students; Library; Physical Plants and Facilities; and Administration. The responses were treated according to the group of randomly selected students, total enumeration of Teacher Education Faculty members, and Teacher Education Dean and/or Vice President for Academic Affairs (VPAA).

Findings showed that: In general, there is a solid ground for both students and teachers in the extent of practice of the accreditation processes as it is consistent that, in all areas, the indicators were found to be highly practiced. The Deans and the VPAAAs, however, claim that the accreditation processes were very highly practiced. Specifically asserted by the students, the least practiced processes were found along Organization and Governance. The teachers' responses varied from the students as more of the practiced processes were along Organization and Governance, Academic Program, Faculty, Students, Library, and Physical Plants and Facilities. The Deans and the VPAAAs, on the other hand, found all the processes in all areas as very highly practiced.

For the extent of influence, a common pattern is shown by both teachers and students. In general, both agree that the accreditation processes highly influenced the educational management across institutions, while the Deans and the VPAAAs agree that the accreditation processes had a very high influence on their educational management. Specifically among the students, all areas were found to be highly influential, while among the teachers, very highly influential areas were found along Academic Program and Students. Among the VPAAAs, except for Faculty where the influence is high, all the other areas were proven to have very high influence on the Educational Administration.

KEYWORDS: Accreditation, Educational Management, Innovation, Quality Assurance & Higher Education

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INTRODUCTION

In a progressive world of global economic and social change, the crucial element for nations is to prosper and compete. As such, the universities play the crucial role of bringing out academic excellent graduates who are competitive in the global market. Santomero (2004), President of the Federal Reserve Bank of Philadelphia, asserted in his speech how education plays the vital role to the 21st century issues of global competitiveness. He said, “Education is not just empathy; rather, it is the long-term answer for improving the workers’ ability to adjust to the realities of the 21st century’s marketplace.” Adequate private and public investment in skills and lifelong education and training are paramount, so that workers can adjust to take positions in other industries in this new world.

This imperative statement calls for the urgent reform in the educational system to be at par with the pace of global competitiveness.

The President of Asian Development Bank, Takehiko Nakao (2013), emphasizes the same thought when he said that if there is innovation, inclusiveness, and integration in education, greater investment, and target reforms in education will not only yield more productive economies, but will also help to meet crucial development goals. The major implication of this statement is that universities and or colleges are looked up to as dynamic, inventive, and striving for excellence.

Accreditation is a means to assess whether these colleges and universities are excellently performing. As mentioned by Corpus, Colinares, and Quesada (2012), accreditation is a catalyst and gatekeeper of quality assurance in the tertiary level.

Accreditation is a buzz word escalating in the academies across the globe. It is looked up to as a means of assessing quality of education for global competitiveness. For instance, universities and colleges from the United Kingdom, Canada, Australia, and the United States advocate for the assurance of quality education through accreditation because they believe that there is increased productivity among workforce and competitiveness in the global knowledge economy if there are well educated workforce. Interestingly, the funding for these institutions are based on the accreditation status granted.

In like manner, accreditation for higher education in the Philippines is defined as means of achieving high-level quality of education. Among its upswings, as documented by the different accrediting bodies, were on the areas of management like faculty and staff, students, physical facilities, and the culture of quality, alumni, and community involvement. This implies that accreditation stimulates the pursuit to excellence, encourages compliance with quality specifications and objective standards, and results in empowerment among these institutions.

However, despite the documented success stories, considerable hitches remains. For instance, the statistics conducted in 2007, as released by the Philippine Regulatory Commission (PRC) and the Commission on Higher Education (CHED), which were based on the average passing in the Board Exams for all courses of all universities and colleges in the Philippines, 11 schools come from Luzon, 2 from Visayas, and 7 from Mindanao. Of the 11 institutions from Luzon, only St. Louis University of Baguio City has been included in the top 20 universities of the Philippines. No state college or university in the Cordillera Administrative Region (CAR) has been accounted as performing, although it may have been accorded Level III accreditation status. Other than board exam performance is the low employability of graduates in the global community and the high underemployment rate of graduates.

Hence, Corpus (2012) attributes to accreditation, which measures inputs in awarding accredited status, the deterioration rather than the improvement of quality education in the Philippines, thus inquiring why education is declining when accreditation is supposed to guard against it and promote quality education.

Consequently, Burke and Butler (2012) stated that accreditation does not guarantee academic quality. More of the process is granted largely on the basis of the inputs a college reports to the accrediting agency. Such inputs, for example, are the number of library books in the university library, the school's disciplinary code, and its mission statement are among the criteria used by accrediting agencies to grant accreditation status to a college. This imperative statement calls for the urgent reform in the educational system to be at par with the pace of global competitiveness.

This study argues that if accreditation is a means toward quality assurance, then a continuous sound monitoring for productive outcomes is vital. To have a definite database of the innovative practices of the institutions in the Cordillera Administrative Region, there is need to conduct the study. The influences of these practices are considered to deduce a better answer to the question whether accreditation brings about results in quality improvements.

REVIEW OF RELATED LITERATURE

The literature cited is taken from several sources like local, national, and international researches.

Lattuca, Strauss, and Sukhbaatar (2004), as cited Batalden, Leach, Swing, Dreyfus, and Dreyfus (2002), articulated that in the past decade, regional and professional accreditation agencies have made significant changes in their policies and practices. Among the most notable is the shift from a focus on meeting quantitative standards inputs, such as faculty credentials, students' entrance test scores, and institutional resources that are assumed proxies for educational quality, to an emphasis on the use of student assessment results to demonstrate educational effectiveness. Acknowledging the diversity of institutional types and missions among U.S. colleges and universities regional accreditation agencies for example in the Middle States and North Central Associations have left decisions about what to assess in individual colleges and universities. In contrast, professional accreditors have been more willing to specify student learning outcomes. For example, the Accreditation Council for Graduate Medical Education recently identified six general competencies like patient care, medical knowledge, practice-based learning and improvement, professionalism, interpersonal skills, and communication in their accreditation criteria.

In like manner, Pomey (2010) concluded in her study *Impact of Accreditation Process in Canadian Health Care Organizations* that accreditation is an effective endeavor for the introduction of change. However, it is subject to a learning cycle and a learning curve. This means a continuous activity for the organization because for the initial process, institutions invest greatly to conform to the first accreditation visit and reap the greatest benefits in the next three accreditation cycles. After 10 years, however, institutions begin to find accreditation less challenging, so that recommendation to this finding is that "Health Care Organizations and accrediting bodies must seek ways to take full advantage of each stage of the accreditation process over time."

Alarm (2006) also stated that accreditation has had a profound and enduring impact on the New England Association of Schools and Colleges (NEASC) on the member institutions' quality of education. Specifically, it mentions the impact on the following: peer review, self-study, more effective planning, encouraging collaboration and unifying campus community, enabling effective assessment of strengths and weaknesses, standards used as a useful benchmarking

tool or framework for effective institutional self-assessment, provided institutional accountability in the form of public and quality assurance, and thoroughness of the process.

Among the accredited libraries in the Philippines, Nera (2010) disclosed that the impact of accreditation on libraries and librarians are quality education, ownership of accomplishment, standard compliant, satisfying customers, pride for contribution, work to lessen stress rather than negative stress, benefits stakeholders, outcome based to help students. However, it has not mentioned specifically how the accreditation feedback influenced the management of libraries for improvement of services.

Sapitula, Buccat, and Caluscasin (2012) concluded that in the Don Mariano Marcos Memorial State University (DMMSU) accreditation became the ethos and the culture in the University. As such, the accredited programs became a “prototype and exemplar for the first wave of State Colleges and Universities who were desirous of joining the bandwagon for accredited institutions.” That is, accreditation in DMMSU is a way of life, an activity which is looked up to by every stakeholder.

Chavez, Crizaldo, and Cueno (2012) related the Cavite State University (CvSU) experience after its accreditation. They mentioned in their report that despite the challenging and colorful experience, good leadership and management, professionalism, institution capabilities and resources, combined with a working vision of excellence and competence were key to the University’s success.

In another study, Dykxhoorn (2001) found programs were working to identify the skills and knowledge bases required for employment in the field and were developing educational objectives reflecting these skills. They asked program administrators how such decisions were made, for example, by curriculum committees or program chairs, but did not request information about particular changes in accounting program curricula that might have resulted from changes in educational goals. Such research tells little about the relationship between changes in accreditation practices and improvements in educational quality. For example, it hardly reveals whether curricular decisions made by programs improve student learning.

CONCEPTUAL FRAMEWORK OF THE STUDY

The trend in today’s society sends a strong signal on what the higher education sector needs to invest on; that is, much innovation for intellectual capital utilization. If accreditation is respected as a dynamic means to assure quality education, sustainable practices and profound knowledge, skills, and attitudes must be exhibited.

In recent years, the demand for accreditation became bolder; hence, many universities and colleges subjected their program offerings for accreditation with the purpose of giving direction in pursuit to their function. Thus, repeatedly, national, regional, and local studies made pronouncements of accreditation’s impact on institutions.

The schematic diagram, as presented in Figure 1, makes use of the independent and dependent model to reflect the relationship of variables in the environment of accreditation. The independent variables are the practices of the students, teachers and the Deans and the Vice Presidents for Academic Affairs. The dependent variables are the extent of influence of the innovative practices.

In the light of the global trends institutional practices are intensified among the stakeholders. The accreditation recommendations are not only complied with in partial fulfilment of AACUP standards, but the practices become a way of life.

As expounded by Pomey (2010), accreditation creates for an effective impetus for change and development, the benefits of which, unfortunately, would have run their course within only a decade after the first accreditation, resulting to the institution's decreasing learning curve. Expectedly, the conceivable proposition is for accrediting bodies to keep on creating ways to make every accreditation process as challenging and motivating as the initial accreditation.

Result of the Regional Accreditation and Quality Accreditation Survey of the New England Association of Schools and Colleges (NEASC, 2005) underscores the impact of accreditation on the quality of education, particularly on resources, per student expenditure, enrollment, academic programming, grade-levels served, and geographic setting, whether urban, suburban, and rural. Findings were based on both quantitative and qualitative survey data.

More V. Bauer Nike Hockey, Inc. (2010) asserted that accreditation increased pressure on standard-setting bodies to ensure that their standards are current. This case acknowledged that accrediting bodies are potentially liable if their standards lag behind current knowledge.

Mayes, Heide, and Smith (1993) conducted a survey among deans of business schools to ask about curricular changes that might result from the change in standards. They found that deans assumed only modest changes would be required, primarily in the area of general education. Similarly, Sinning and Dykxhoorn (2001) limited their inquiry into how program administrators decided on realigning their educational objectives based on what they identified as skills and knowledge bases needed for employment. Their study no longer considered information regarding the changes or effects on the curricula by said shift of educational objectives. Thus, their research missed to highlight the connection between curricular decisions and possible improvements on student learning.

Orr and Vaz (2000), as cited by Laurenson (2001), mentioned that, in Engineering, the revision of accreditation standards has prompted faculty to document processes and share information about their programs. Results showed that 21 out of 44 mechanical engineering programs invited to participate responded to the survey (a 48% response rate). The results suggest that the implementation of EC2000 in these programs "created an environment in which the entire program faculty was involved in the process of establishing program educational objectives and student outcomes and assessment processes" Although several respondents indicated that their programs made curricular revisions when preparing for the review for example, changing the content and/or sequencing of laboratory courses or changing course prerequisites.

Visayas State University's experience on accreditation accounted for the upshot of accreditation on their resources and support structures. Upgrading of the buildings and improvement in landscaping were continuous. Diversified income streams were improved; hence, resources were also improved (Bacusmo, Posas, & Palomar, 2010).

Lopez, Cañete, and Yap (2012) mentioned that Cebu Normal University developed a culture of excellence in all its programs. Four degree programs of the College of Teacher Education and the Nursing Program were awarded Level IV accreditation status. Increased resources led to increased publishable researches in national and international journals. The University has expanded its extension programs, and resources bloated.

Analysis of the above stated concepts is framed in broad statements. They are abridged summary presentations, which touch only certain aspects of university life and works. They do cast an overall image of university performance vis-à-vis concerns of the nation.

Kenny (2003) stated that, clearly, organizational management processes have to recognize the value of reflective activity to bring about real change. He mentions of McGill and Baety (2001), reporting that action learning is applicable to projects which are linked to organizational needs. The importance of the involvement of management in supporting such action learning projects is again emphasized.

Figure 1 presents the interrelationship among three variables: input, moderate and output. Construed as the input variables are the eight areas of accreditation and the management practices from which evolves the following construed as moderator variables: degree of influence of program assessment to the management of the varied areas of accreditation and the extent of employment of the management practices along the varied areas of accreditation. The interaction of such variables evolved the correlation of the moderator variables as a means of determining if the degree of influence of the program assessment is an important factor in affecting the extent of practice of management practices along the varied areas of accreditation.

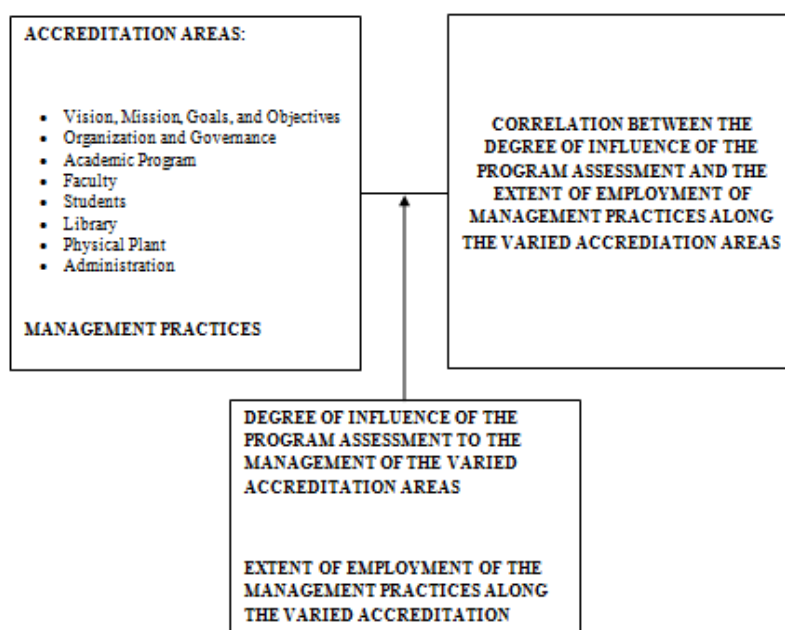


Figure 1: Schematic Diagram of the Study

GOALS AND OBJECTIVES OF THE STUDY

This study was conducted to determine the influence of accreditation of state universities and colleges (SUCs) in the Cordillera Administrative Region to the educational management of the institution. Specifically, it aims to determine the following: (1) respondents' degree of influence of the program assessment to the management along the varied areas of accreditation; (2) extent of employment of management practices along the different areas of accreditation; and (3) the relationship between the respondents' perception on the degree of influence of program assessment and extent of employment of management practices along the different areas of accreditation.

METHODOLOGY

As necessitated by the nature of the study, the social descriptive design is used specifically, following both quantitative and qualitative methods. Respondents to the study were the fourth year students and all faculty members of the SUC's TEIs which qualified for AACUP Accreditation Level III. As warranted, complete enumeration was used for the faculty respondents while random sampling for the student respondents.

To determine the extent of influence and practice of the innovations, a five-point Likert scale was used then interpreted using descriptive statistics. In addition, the responses of the respondents during the focused group discussions and AACUP's recommendation during the accreditation program were coded into themes and analyzed vis-à-vis the results generated from the quantitative data.

Inferential statistics, specifically the Pearson Product Moment Coefficient of Correlation (r) was used to determine the relationship between the respondents' extent of influence and practice. Results of such were the basis of identifying the strong and weak innovations. As such, an indicator is said to be a strength should it have strong correlation and is identified by the respondents to have high to very high influence and practice.

RESULTS AND DISCUSSIONS

This chapter presents the discussion of the very significant findings of the study specifically on the respondents' extent of practice and influence of innovations in areas subjected to accreditation and the correlation between these extents of practice and influence.

Degree of Influence of Program Assessment to the Management of the Varied Areas of Accreditation Vision, Mission, Goals and Objectives

With a well-defined and established VMGO, it sets forth the direction for the SUC in the realization of its essence of existence. The VMGO, the chief guide for the governance of actions, when understood and accepted is cascaded by the stakeholders in carrying out their tasks. Therefore, the VMGO is fundamental through which we proceed from one situation to another

As gleaned in Table 1, reveals that the perceived extent of influence of the innovations in the different areas as influenced by accreditation of the respondents is highly influential as indicated by the overall mean of 4.13. It is in the areas of VMGO, Students, and Faculty where the student-respondents revealed very highly influential while revealing highly influential of the innovations in the other areas.

At a glance, the student-respondents rated their extent of influence of the innovation for VMGO as very highly influential as indicated by the mean 4.26. Notably, the VMGO (together with students) takes the lead among other areas in the extent of influence as perceived by the student-respondents. Different phenomena could be accounted for such results. Bridging the VMGO to the clients, the faculty in all state universities recognizes their respective role in the realization of the VMGO. Thus, the VMGO as part of instruction goes beyond its incorporation in the syllabi and declarative knowledge about it. It necessitates procedural understanding and thinking aloud therein. With these, students in all the four state universities emphasized that through the thorough discussion and dissemination of the value of the VMGO by the faculty, a clearer view of how students will position themselves in the attainment of the VMGO has a strong foundation. Recognizing and understanding what the institution intends to become in the future, as we become present and target

oriented individuals bringing this to specific details, students realize their collaborative and cooperative participation in the concretization of the VMGO.

Further, corroborating the above-mentioned scenario are the different practices of the SUCs. Provision for strategic places for posting the VMGO, embedding the VMGO in all activities of the college, and reciting the VMGO as part of instruction help in the making the VMGO be imbued among students. Worthy to note is the practice in SUC C and SUC D, respectively. Indigenizing their VMGO by translating them in mother tongue has given the respondents the feeling of ownership of the VMGO, there by embedding them in their system. This gives them the feeling of not being alienated, but being associated with and part of and belongingness in a “home”. This in a way serves in important ways to guide the students their reflective thinking and their choice of actions and activities. Grounded on these innovative practices, students find the congruency and consistency between educational praxis and the VMGO, thereby, after all these realizations, students exhibit strong adherence to the institution’s VMGO resulting to very highly influential.

Table 1: Respondents’ Perceived Degree of Influence of Program Assessment Along the Vision, Mission, Goals and Objectives

SUC	FACULTY			STUDENT		
	MEAN	DE	p-value	MEAN	DE	p-value
A	3.57	HI	0.007 ^a	4.05	HI	0.173 ^a
B	4.06	HI	0.495 ^{ab}	4.33	HI	0.000 ^a
C	4.33	HI	0.197 ^{ab}	4.71	HI	0.000 ^a
D	3.92	HI	0.888 ^{ab}	3.94	HI	

Legend

Table 2

Statistical Limit	Descriptive Equivalent
4.20 - 5	Very Highly Influential
3.40 – 4.19	Highly Influential
2.60 – 3.39	Moderately Influential
1.80 – 2.59	Slightly Influential
1.00 – 1.79	Least Influential

Students

As gleaned from results, the respondents’ perception on the extent of influence of the innovation for students is described as very highly influential as evidenced by the mean 4.26 taking the lead together with VMGO among other areas. The students, as the center of any educative process, recognize that consequently, their integration of the institution’s core values as part of their learning would eventually result positively to their sustaining of their status as regular students. Students themselves have established a relationship between the innovations of VMGO with the innovation in the students. This, however, does not automatically happen. Being imbued with the VMGO, thus the students find meaning in the requirements and activities given by the faculty to be complied with. Students recognize these as some essential ways in their sustaining as regular students. Numerous efforts from the college are accounted for attributions which are hand in hand with the effort of faculty toward students. To wit: capability building activities like maintenance of academic scholars, informing about seminars (motivated to attend even without school funding), and opening of opportunities by the

college for the students' training on related activities are carried out. For leadership innovation skills, students became aware of the processing of documents (from communicating letters to packaging outputs); thus, it has become a practice in the submission of documents for students' activities, and they, too, are encouraged to raise funds to support extension activities (collection and selling of recyclable materials, etc.).

Students, too, had a view of the realities of the world. Students are immersed in relevant experiences like utilizing student organizations to facilitate in the extension programs of the college with supervision of their faculty-advisers. From what they learned in their Home Economics and Livelihood Education class, Bachelor of Elementary Education students extend the different skills to the adopted barangays. With these concerted effort coming from the college in the implementation of support programs through the facilitation of the faculty, students understand and believe that these are some ways in becoming and sustaining their status as regular students.

Faculty

The table shows that along with VMGO and Students, the teacher-respondents rated the extent of influence of the innovation for teachers as very highly influential as evidenced by the mean 4.3. This result indicates that the praxis of the faculty is perceived by the students to be effective and efficient in their preparation for their teaching career. To be effective in the realm of teaching, strategic plans for faculty development are developed and executed. As such, the university sees to it that the faculty are personally and professionally growing in their profession. With these qualifications, a faculty is equipped to facilitate classroom interactions and discussions with confidence and mastery. The faculty bridges the theory and practice with utmost dedication and reflective teaching. The effort of the university to fully develop the faculty improves capability of the faculty in carrying out their tasks.

With these practices, the faculty positively influences the perception of the students to produce scholarly and creative outputs. Therefore, a faculty who is responsible and accountable for his/her acts to be excellent affects the students consciously or unconsciously thus leading to very highly influential.

However, the data in table show that the student-respondents rated the following as highly influential; library, administration and organization and governance. The result would imply that while the student-respondents desire to comply with academic requirements which are relevant and very useful in his/her field and become more proficient with relevant academic competencies, they are hindered with the access to the quality and quantity of facilities. With these, quality of outputs are affected however, the students still don't see these as hindrances in maximizing available resources for learning leading to highly influential perception.

Faculty's Extent of Influence of Innovations

Generally, Table 3 evinces that the perceived extent of influence of the innovations in the different areas as influenced by accreditation of the respondents is highly influential as indicated by the overall mean of 4.07. It is in the area of Academic Program where the faculty-respondents revealed very highly influential while revealing highly influential of the innovations in the other areas.

Academic Program

Cognizant of its role in the concretization and attainment of the Vision, Mission, Goals and Objectives of the university, the faculty realizes to adhere to what the profession calls for. The faculty-respondents rated their extent of

influence of the innovation for academic program as very highly influential as indicated by the mean 4.21. The university, realizing the potentials of the manpower, must frame activities to bring out the best in its faculty. In this way, such moves are geared towards the realization of the content of the VMGO. As such, the faculty is indulged in the preparation of strategic plans for faculty professional development. Faculty capability building through attending seminars leads to the consideration of experiential learning, technology-aided instruction and research presentation. In view of the restructuring of course offerings, faculty contribute to the sequencing properly and distribution of courses. Further, the university recognizes the participation of the faculty in amalgamation programs. To further the curriculum, the faculty initiates tracer studies as basis for evaluation of curriculum. Considering all these practices, the faculty find these practices influential in their use of innovative instructional methods and review and update institutional resources for better classroom teaching and learning processes leading to very highly influential. Thus this is an indicator in eliciting the best ability of the students individually.

However, the rest of the areas were rated by the respondents as highly influential. This result indicates that much is still desired and to be done in the implementation of the activities and programs in the different areas. Along VMGO, while the end goal all cooperative and collaborative efforts should be geared towards its realization, its parameters of its understanding and application is boundless. Thus, the provision of activities by the faculty in concretizing and inculcating the VMGO in the students resulting to their actuation of the VMGO principles is open to lot of interpretation. As such, it demands time and sustainability to link the relationship of activities and essential meaning of VMGO.

Table 3: Faculty's Extent of Influence of Innovations

AREAS	Faculty's Extent of Influence									
	SUC A		SUC B		SUC C		SUC D		Total Weighted Means	
	NR	DR	NR	DR	NR	DR	NR	DR	NR	DR
1. Vision, Mission, Goals, and Objectives	3.57	HI	4.04	HI	4.33	VHI	3.92	HI	3.96	HI
2. Organization and Governance	3.96	HI	3.98	HI	4.19	VHI	4.1	HI	4.05	HI
3. Academic Program	4.34	VHI	3.90	HI	4.5	VHI	4.13	HI	4.21	HI
4. Faculty	4.1	HI	3.93	HI	4.2	VHI	4.13	HI	4.09	HI
5. Students	3.98	HI	3.97	HI	4.45	VHI	4.10	HI	4.12	HI
6. Library	3.5	HI	3.74	HI	4.53	VHI	3.88	HI	3.91	HI
7. Physical Plant and Facilities	3.78	HI	4	HI	4.6	VHI	4	HI	4.09	HI
8. Administration	3.99	HI	3.90	HI	4.4	VHI	4.42	VHI	4.17	HI
Overall Weighted Mean	3.90	HI	3.93	HI	4.4	VHI	4.08	HI	4.075	HI

Table 4

Extent of Influence	
Statistical Limit	Descriptive Rating
4.20 - 5	Very Highly Influential
3.40 – 4.19	Highly Influential
2.60 – 3.39	Moderately Influential
1.80 – 2.59	Slightly Influential
1.00 – 1.79	Least Influential

As the main function of faculty dictates his/her being facilitator in a classroom setting, it is demanding in the light of preparation for a conducive teaching-learning process. Instruction, being the core function of a faculty among other functions is also challenging. The faculties, knowing the demands of teaching, exercise an important in assuring the academic integrity of the institution's educational program. This enormous task with its intricacies and complexities given to faculty is taxing and multi-tasking leading to be time consuming. As such, the focus of the faculty is being affected. Being preoccupied with the tasks as a faculty, this does not only interfere with the faculty's participation in the institution's system of governance, but also in his/her development and utilization of appropriate and innovative methods of instruction and in the provision of career guidance to students, thus, leading to highly influential.

Amidst these circumstances, the faculty still resurfaces to do his/her functions with utmost professionalism and dignity. This is due to the fact that the faculty comprehends the beauty of maximizing the existing resources to fully contribute to the realization of the university's VMGO.

Table 5: Respondents' Perceived Degree of Influence of Program Assessment along the Vision, Mission, Goals and Objectives

AREAS	Students' Extent of Influence									
	SUC A		SUC B		SUC C		SUC D		Total Weighted Mean	
	NR	DR	NR	DR	NR	DR	NR	DR	NR	DR
1. Vision, Mission, Goals, and Objectives	4.05	HI	4.33	VHI	4.71	VHI	3.94	HI	4.26	VHI
2. Organization and Governance	3.93	HI	3.87	HI	4.5	VHI	3.45	HI	3.94	HI
3. Academic Program	4.13	HI	4.18	HI	4.59	VHI	3.69	HI	4.15	HI
4. Faculty	4.28	VHI	4.28	VHI	4.72	VHI	3.91	HI	4.3	VHI
5. Students	4.25	VHI	4.22	VHI	4.65	VHI	3.9	HI	4.26	VHI
6. Library	3.85	HI	3.87	HI	4.45	VHI	3.69	VHI	3.97	HI
7. Physical Plant and Facilities	4.16	HI	3.94	HI	4.7	VHI	3.68	HI	4.12	HI
8. Administration	3.94	HI	3.97	HI	4.56	VHI	3.66	HI	4.03	HI
Overall Weighted Mean	4.07	HI	4.08	HI	4.61	VHI	3.74	HI	4.13	HI

EXTENT OF PRACTICE OF INNOVATIONS

Students' Extent of Practice of Innovations

Generally, Table 6 shows of a high practice of the management innovations in the different areas influenced by accreditation as revealed by the overall mean of 4.06. It is in the areas of VMGO, Students and Faculty where the student-respondents revealed very high practice while revealing only high practice of innovation in the other areas.

Vision, Mission, Goals and Objectives

Reflective in all SUC's policies for institutional governance and management is their VMGO anchoring policies which defines the quality of their desired output. As such, the VMGO's phenomenon is comprehensively evaluated during accreditation programs to assess whether the SUC's are towards the attainment of the essence of their existence.

Results yielded that the student-respondents in this study described their innovations for VMGO as very highly practiced which is indicated by the ascribed mean of 4.23. When arranged in descending order, this area (together with

students) leads amongst other areas as per students' practice of innovations. In an interview, respondents in three out of the four involved SUC's recognized that their university's VMGO were the bases for establishing policies and structuring activities (SUC A, B, and C). The students' knowledge of this basic principle connotes that the students realize the impact of following these policies and activities thereby concluding to their very high practice of innovations under this area.

Attributions to this extent of practice by the students can be associated with the compliance of the Faculty to accreditation recommendations. True enough, all of the Faculty members of the involved SUC's shared that their VMGO dissemination innovations are in the form of; class discussion and emphasis of the wisdom of the VMGO every start of the semester and as the need arises, suggestions for posting of the VMGO content in strategic places in the university, placement of VMGO content in all documents, program papers and other propaganda paraphernalia.

Table 6: Students' Extent of Practice of Innovations

AREAS	Students' Extent of Practice									
	SUC A		SUC B		SUC C		SUC D		Total Weighted Means	
	NR	DR	NR	DR	NR	DR	NR	DR	NR	DR
1. Vision, Mission, Goals, and Objectives	3.89	HP	4.30	VHP	4.66	VHP	4.06	HP	4.23	VHP
2. Organization and Governance	3.7	HP	3.82	HP	4.38	VHP	3.54	HP	3.86	HP
3. Academic Program	4	HP	4.18	HP	4.49	VHP	3.68	HP	4.09	HP
4. Faculty	4.11	HP	4.15	HP	4.72	HP	3.91	HP	4.22	HP
5. Students	4.11	HP	4.23	VHP	4.63	VHP	3.95	HP	4.23	VHP
6. Library	3.64	HP	3.74	HP	4.35	VHP	3.77	HP	3.88	HP
7. Physical Plant and Facilities	3.97	HP	3.94	HP	4.63	VHP	3.64	HP	4.04	HP
8. Administration	3.78	HP	3.86	HP	4.51	VHP	3.72	HP	4.07	HP
Overall Weighted Mean	3.85	HP	3.99	HP	4.49	VHP	3.76	HP	4.03	

Table 7

Statistical Limit	Descriptive Rating
4.20 - 5	Very Highly Practiced
3.40 - 4.19	Highly Practiced
2.60 - 3.39	Moderately Practiced
1.80 - 2.59	Slightly Practiced
1.00 - 1.79	Least Practiced

With these set in place and practiced, the students eventually realize the VMGO's impact to them as stakeholders of the university. Students come to understand that the road towards the achievement of a successful education is through the adherence to the institution's VMGO. Thus, the very high practice of the innovations in the VMGO area specifically the adherence to the policies of the school. In corroboration, Salom et.al. (2013) noted that DMMMSU's BSEMT students recognized the importance of their VMGO positing that it responded well to their needs being stakeholders of the university.

Students

Being the most significant stakeholders in the SUC's, students' are provided with support services, and these same services are thoroughly monitored during accreditation. In fact, the accreditation standards for students' support play template for serving students' populace in the SUC's. However, these students' support systems stay meaningless unless

availed of, used by and evaluated for students. For this area, the students responded of a very high practice of innovations in this area as attested by the 4.23 as mean therefore stays in lead together with VMGO) among the other areas.

From the abovementioned premise, it can be assumed that these accreditation standards educe the implementation of quality student support systems. However, the following statement from a student-respondent in SUC A is noteworthy:

The culture of excellence as experienced in the college is not solely attributed to accreditation but more so to the passion, dedication and competence of the teachers. Such factors motivate students to confidently exert the best of their efforts in all tasks done, graduating with the competitive work ethics and ready to fight mediocrity [underscore added for emphasis].

Interestingly, the students do not exclusively attribute their practices as an effect of accreditation; rather they too express reverence to their teachers as causes of this extent of practice. In detail, the students point to the motivating done by the teachers (Faculty) so that they may avail and exert effort in maximizing these support services especially designed for them making them in the end as competent products of the SUC. As proof, the student-respondents identified in Table 8 the “motivations” their teachers did to “make them exert all effort” resulting to the very high practice of their innovation.

Clearly, the respondents posit that the very high practice of their innovations does not result only from the presence of available student support systems –which is a requirement for accreditation- but also from the Faculty’s communication and emphasis of the relevance of these support systems to the students’ growth and development in the university.

The very high practice of innovations of the students therefore are guided by accreditation standards but hastened by the facilitating of the Faculty. Such proves that the Faculty being a mentor, plays the key role in the successful implementation of support programs for students, resulting to the regularity of the students’ status in the university. Sustaining a regular status makes students’ life in the university more efficient thereby all opportunities for students’ growth and development are maximized.

Table 8: Student-Respondents’ Identified Practices of Faculty for Student Support

Themes	Specific Strategies
STUDENTS’ CAPABILITY BUILDING	Sponsoring of student exchange programs (overseas universities – Vietnam)
	Maintenance of academic scholars.
	Informed with seminars (motivated to attend even without school funding).
	The college opened opportunities for the students’ training on related activities.
LEADERSHIP INNOVATION SKILLS	Became aware of the processing of documents (from communicating letters to packaging outputs) thus has become a practice in the submission of documents for students’ activities.
	Students are encouraged to raise funds to support extension activities (collection and selling of recyclable materials, etc.)
STUDENTS’ IMMERSION IN RELEVANT EXPERIENCES	Student organizations were utilized/assigned to facilitate in the extension programs of the College with supervision of their faculty-advisers
	From what they learn in their HELE class BEED students, extend the different skills to the adopted barangays

Faculty

The realization of an SUC's vision and mission depends to a great extent on the effectivity and efficiency of the Faculty. In recognition of this very significant impact of the position Faculty not only to students but to the SUC as a whole, accreditation provides thorough and rigorous evaluation of the area.

In all aspects of the university, it is the Faculty whom the students have large-scale exposure, from classroom activities to other students' support services. Due to this, it can be said that the greater influence for the students is the Faculty.

Table 9: Teacher Initiated Classroom Dynamics as Identified by the Students

Themes	Specific Classroom Dynamics
CONSTRUCTIVIST APPROACHES	Experiential learning – field trips, use of community resources, research-based instruction, hands-on instruction, process-based instruction, problem –based instruction (out-put oriented)
	Project construction (especially those which will be used in the field)
	Concepts' Application – LP execution in class (simulation and demonstration teaching)
TECHNOLOGY AIDED INSTRUCTION	Technology –aided instruction – global resources included (use of the internet), ppp and other instruction through technology)
MENTORING	Mentoring with a touch of brotherhood
	Endeavored to elicit the best ability of the students individually
TRADITIONAL APPROACHES	Inductive however students are made to discover concepts independently
	Traditional (chalk talk method) approaches

Concurrently, therefore, the students' performance is reciprocally related with Faculty performance. Thus it follows that since the students professed of very high practice of innovations as students, they too have very high practice of the innovation as influenced by the Faculty as seen in the students' ascription of 4.22 as mean for the innovations under Faculty.

As indicated, the students are able to produce scholarly and creative outputs which are elicited by the quality of instruction the Faculty provides the students. As identified by the respondents, some of these classroom dynamics that happen during instruction are presented in Table 9. The table discloses that the reasons for students' production of scholarly and creative outputs are linked with the Faculty's facilitating strategies, among which are the use of; Constructivists' approaches, technology aided instruction, mentoring and traditional approaches during instruction. In compliance to accreditation recommendations, the SUC is obliged to send their Faculty for capability building activities in the form of trainings, workshops or seminars.

Further, the SUC becomes sensitive of the academic qualification of the Faculty thus open programs for furthering their education like scholarship grants, sponsoring of educational advancement either locally or abroad. The SUC also requires their Faculty to conduct, publish or present researches in response not only for NBC and accreditation requirements but also advancing knowledge. All these undergone by the Faculty, both his professional and personal qualities will have escalated to an excellent level thus exuded in his instructional practices. This Faculty acquired

excellence commences with requiring of high quality outputs which are unique expressions of the students' proficiency in the different courses they are enrolled in.

Physical Plant and Physical Facilities, Library and Organization and Governance

Conversely, Table 1 shows also the areas where the respondents ascribed the lowest of means - physical plant and physical facilities, library and organization and governance - despite the high practice of the innovations indicated herein. Indicators in these areas describe the condition of the students' learning environment and the delivery systems which facilitate students' receiving of services which are not academic in nature.

This connotes that there are still gaps in the implementation of programs or activities related with these areas despite the influence and requisites of accreditation in them. The gap existing in these areas can be attributed to both the quality of facilities (building qualities, library materials' recency, etc) and service delivery systems (medical services, library services, registrar services, etc) and to the students' knowledge of the system of use of these services.

In affirmation of the presence of these gaps and as intervention for solutions of the same; some recommendations presented in Table 10 are forwarded to be complied with by the SUC's. Despite existing gaps, students still make use of available resources and manages quality of present delivery systems thus the high practice of innovations. Such findings affirms VMGO result that students are instilled with the core values of their SUC's and are directed to come up with scholarly and creative outputs thus the high practice of innovations under the areas where they ranked lowest in their hierarchy of practices.

Table 10: Some Accreditation Recommendations for Physical Plant and Facilities, Library and Organization and Governance

Themes	Specific Recommendation
SUSTAINABILITY OF SERVICES/ PROGRAMS	Dissemination of procedural information may be made simple and readable to students by using flow charts.
	There is a need to have continuing and systematic evaluation of the effectiveness of the student services, the result of which could be given to respective units, for the improvement of the delivery of student services.
	A more effective and holistic program for maximum student development is encouraged which may be reflected in policies.
	Reduce the number of students to a maximum of 40 during laboratory period for quality instruction and better classroom traffic low.
ACQUISITION AND INCREASE OF LIBRARY/ LABORATORY RESOURCES	The library should acquire books, periodicals and non-print materials to update the collection.
	Increase the number of professional books of recent edition intended for the curriculum program.
	Purchase/procure more equipment to cope with the student population.
IMPROVEMENT OF FACILITIES/ STRUCTURES	Library physical set-up needs to be rearranged to allow free access to all library and information materials.
	The library should give priority in acquiring standard furniture and facilities to replace the old ones.
	There is a need to improve the maintenance scheme and enhance the capability of the laboratory personnel.

It too can be deduced that despite the presence of accreditation criteria evaluating these areas and the effort of the SUC's response to such, compliance to accreditation recommendations is still wanting. Moreover, government procedures in physical plant and procurement of facilities, interferes with the complete and immediate compliance to

recommendations thus taking longer than it is calendared. The high practice of innovations though of the respondents in these areas is indicative of the potential of these same areas for excellent service.

Faculty's Extent of Practice of Innovations

Table 11 presents the Faculty's extent of practice along different areas influenced by accreditation which yielded a mean of 3.87 described to be highly practiced. When arranged in descending order, the Faculty professed of Physical Plant and Facilities, Academic Program and Administration as highest respectively while Organization and Governance, Faculty and Library as the lowest three. The Faculty's responses at a glance are quite different from that of the students. However, closer inspection of the indicators reveals the answers of both the respondents to be aligned and convergent at a certain degree.

Table 11: Faculty's Extent of Practice of Innovations

AREAS	Extent of Practice									
	SUC A		SUC B		SUC C		SUC D		Total Weighted Means	
	NR	DR	NR	DR	NR	DR	NR	DR	NR	DR
1. Vision, Mission, Goals, and Objectives	3.57	HP	4	HP	4.05	HP	4.03	HP	3.91	HP
2. Organization and Governance	3.98	HP	3.91	HP	3.66	HP	3.87	HP	3.85	HP
3. Academic Program	4.15	HP	3.86	HP	3.72	HP	4.13	HP	3.96	HP
4. Faculty	3.88	HP	3.79	HP	3.43	HP	4.17	HP	3.81	HP
5. Students	3.89	HP	3.94	HP	3.67	HP	4.13	HP	3.90	HP
6. Library	3.24	MP	3.52	HP	3.76	HP	3.19	HP	3.60	HP
7. Physical Plant and Facilities	3.65	HP	3.75	HP	4.57	VHP	4	HP	3.99	HP
8. Administration	3.91	HP	3.81	HP	3.67	HP	4.39	VHP	3.94	HP
Overall Weighted Mean	3.78	HP	3.82	HP	3.81	HP	4.07	HP	3.87	HP

Table 12

Extent of Influence	
Statistical Limit	Descriptive Rating
4.20 - 5	Very Highly Practiced
3.40 - 4.19	Highly Practiced
2.60 - 3.39	Moderately Practiced
1.80 - 2.59	Slightly Practiced
1.00 - 1.79	Least Practiced

Physical Plant and Facilities

As earlier stated, this aspect of the SUC according to students has some gaps. Though the students highly practice the innovations in this area, they cannot maximize the use of these facilities as attribute to the state of the facilities and the student's knowledge of the utility of these facilities. This challenge faced by the students is felt too by the Faculty as expressed in their high practice of their innovations for this area signified by 3.99 as mean.

Specifically, the Faculty highly practice identification of appropriate learning facilities for effective teaching-learning processes. Standard procedures in the SUC's call for consultation of all sectors regarding the planning, formulation, implementation, and evaluation of administrative agenda. As such, it is in these kind of avenues that the Faculty presents their concerns for challenges encountered not only during instruction but also in other aspects of which

they have paid attention, one of which is the identification of their concerns for the creation of conducive avenues and provision of facilities for effective learning. In the Faculty's awareness of the challenge and their desire for the improvement of such, one faculty-respondent noted that:

Still no improvement on the speed of procurement of materials (during and after accreditation), however, surely given. The process of procurement is not cut short because it still has to undergo usual process.

The above statement implies the impact of the extent of practice of the Faculty for the innovation. It tells that due to this practice of the innovation, the materials or facilities may not be immediately provided (due to the very long procurement process) however, there is an assurance of provision after following protocols. This corroborates with the earlier proposition that government procedures in procurement of facilities, interferes with the complete and immediate compliance not only to accreditation recommendations but also basic requisites needed.

Academic Program

The faculty respondents show of a high practice of the innovations under academic program disclosed by the mean 3.96. In detail, the Faculty highly practice the use of innovative instructional methods, they review and update resources for better classroom teaching and learning processes.

Earlier, the student-respondents attributed their very high practice of innovations under Faculty, - specifically their production of scholarly and creative outputs - to the dynamics initiated by their teachers inside the classroom. Diverging slightly however, is the Faculty's revelation of *only high practice* for use of innovative instructional methods, review and update resources for better classroom teaching and learning processes. This means that although the students appreciate the efforts of their teachers in instruction, the Faculty feels that they still need to further improve their instructional practices, thus the high practice only.

Corroborating the perception of the Faculty with regards the need of furthering their current competence for instruction is presented in the accreditation recommendation for SUC D specifically mentioning that;

The faculty members are encouraged to move out of the confines of the traditional teaching methodologies and branch out to the more dynamic and interactive styles and approaches. The adoption of brainstorming, case studies, reflective approach and other methodologies which require higher order thinking competencies and skills and that of multiple intelligences should be encouraged whenever feasible [underscore added for emphasis].

Consistent recommendation for instructional materials production is also forwarded by the accreditation for all the SUC-respondents, such recommendation is generally worded as follows;

The production of scholarly and creative works among faculty members should be encouraged especially those aligned with instruction and research. The college instructional materials committee should validate all instructional materials made by faculty to determine their effectiveness, acceptability or usability before submitting them to the university instructional materials committee approval. A system on incentives or reward must be formulated to motivate the faculty members in producing quality instructional materials.

However the findings are, it presents that these innovative practices are potentials for excellent instructional practices as evidenced the recognition of its weakness yet the high practice of the Faculty. It implies that; if even in the

presence of felt-inadequacy perceived by the Faculty, they are still able to optimize student learning, then excellence (as embedded in all the SUC's VMGO) is surely attained if these gaps felt by the Faculty are answered.

Administration

Expectedly, the faculty-respondents professed of a high practice of the innovations in this area as affirmed by the ascribed mean of 3.94. This result shows that the administrative support programmed by the SUC is felt and has an impact to the Faculty, eventually exuded in the high practice of innovations in this area.

This area evidences administrative support for Faculty's personal or professional development. The respondents recognize the impact of the role of the administration in the advancement of the whole university. As per indicators this area proposes that the administration provides the Faculty with compensations that directs the teachers in effectively and efficiently dispensing their tasks resulting to sufficient interaction with students promoting academic achievement and guidance. As gleaned, it is the administration that sparks the culture of excellence in the university. The quality and frequency of the endeavors they venture in and lead their Faculty to, is a crucial factor in establishing the caliber not only of the students as a product but the whole university as a whole.

Further, the Faculty acknowledges the efforts of the administration in the advancement of both their personal and professional development. However, they too acknowledge that these services by the administration *are not too little but not enough* interventions to their felt-inadequacies (as revealed by the earlier findings) otherwise, they should have professed of a very high practice.

Correlation between Extent of Influence and Extent of Practice

Student' Extent of Influence and Extent of Practice

Across state colleges and universities of the Cordillera Administrative region, the statistical result showed that a significant relationship exists between the extent of innovative practice and the extent of innovations as presented in Table 13.

It is interesting to note that the correlation is strong in the areas of vision, mission, goals and objectives, academic program, students, library, and administration. The result is supported by the computed *r* values. Significant and moderate correlation is manifested along the areas of organization and governance, Faculty and Facilities. The strong and moderate correlation entails that when the state institutions subjects itself for accreditation, the students unconsciously develop a culture of excellence which is manifested in their extent of practice on certain management innovations. One possible explanation for this significant relationship may be attributed to the students' orientation of what accreditation is all to an institution and their role as students in an accredited school which may be deliberated in student convocations.

Specifically, along the vision, mission, goals and objectives, students highly practice exhibiting and demonstrating the VMGO principles at all times, adhere to the policies of the school and integrate the institution's core values as part of their learning. There is a significant and strong correlation revealed. This significant and moderate relationship reveals that the VMGO of the institutions have been imbibed in the students' day to day activities, thus, enabling the students to fluently put these practices into action. The reason can be attributed to the students' involvement in the formulation of the VMGO of the institutions and is disseminated to the student body.

Table 13: Correlation of the Students' Extent of Practice and Extent of Practice of Management Innovations

AREAS	Extent of Practice		Extent of Influence		Pearson (r)		Correlation
	NR	DR	NR	DR			
1. Vision, Mission, Goals, and Objectives	4.23	VHP	4.24	VHP	.775	significant	strong
2. Organization and Governance	3.86	HP	3.97	HP	.696	significant	Moderate
3. Academic Program	4.09	HP	4.23	HP	.727	significant	strong
4. Faculty	4.22	VHP	3.90	HP	.619	significant	Moderate
5. Students	4.23	VHP	4.18	HP	.770	significant	strong
6. Library	3.88	HP	3.86	HP	.794	significant	strong
7. Physical Plant and Facilities	4.04	HP	4.04	HP	.794	significant	Moderate
8. Administration	4.07	HP	3.94	HP	.808	significant	strong

Academic program refers to the curriculum of the teacher education institution is another area where strong and significant relationship is revealed. Basically, the effect of accreditation is intended to elevate the status of the institutions, thus, if the students are expected to perform beyond standards and this standards becomes a practice, then definitely, it becomes a habit for students to perform excellently or comply with requirements professionally.

Still a significant and strong relationship between the practices and the influence along students is shown. This indicates that the accreditation practices affects the students' academic way of life, for instance, in sustaining that the students should be a regular student, meaning, the student sees to it that he or she does not fail or drop any subject. Furthermore, the result means the more the students practice accreditation standards along the area of students, the higher the influence become.

Along the area of library, there is a strong significant relationship between the practices and the influence. This result appears that there is a great influence of the accreditation practices to the students from the Level III accredited CAR SUCS. This means that because of the accreditation standards, students improve their practices on their study habits, extending their library environment with those whom their libraries are linked with and reading of journals from universities linked with their university or college. Further result indicates that the more the practice is exercised, the higher the influence. The presence of libraries in these institutions contributes to the high standards of practices among the students.

Finally, along administration, the same finding is manifested that there is a significant relationship between the practices and the extent of influence with a strong correlation. It means that the extent of practices which are: provision of insurance systems, and financial assistance for exemplary academic performance, putting into action knowledge, skills and attitudes relevant to teaching and provision of adequate services, physical plant facilities and resources to attain the objectives of teaching relates to the extent of influence. Again, this is accreditation motivated. Because accreditation supports this area, therefore, the students are able to put into practice the standards. The students see this area beneficial to them; hence, students are highly motivated to observe standard practices.

The strong significant relationship apparently is a manifestation of the high influence of accreditation to the SUCs of the CAR students. The students' beliefs and practices are affected by their institution's standards brought about by accreditation.

Faculty's Extent of Influence and Extent of Practice

The faculty plays the equally important role in transforming the whole ecology of education so that his or her practices are directed to meeting the high standards expected of for every institution. Base from the statistical result as presented in Table 13, there is a correlation between the extent of practices and the extent of influence of the management innovations. This is evidenced by the computed r values (.734, .708, .803, .705) along the VMGO, Faculty, Library and Administration. The faculty members bring valuable services working out what needs to change in order to align their practices including redesigning them accordingly.

Thus it can be said that influence is significant factor in determining the extent of practice of management innovations.

Practicing quantum improvements brought about by accreditation is difficult to attain, hence, not all areas had strong significant relationships. Specifically, moderate significant correlation are manifested along organization management ($r=.622$), Academic program ($r=.558$), students ($r=.668$). These areas need more motivation and commitment in order to change and improve. It involves sustained practices of faculty members working together as teams in pursuit to academic standards.

Table 14: Correlation of the Faculty's Extent of Practice and Extent of Influence of Management Innovations

AREAS	Total Weighted Means				Pearson (r)		Correlation
	Extent of Practice		Extent of Influence				
	NR	DR	NR	DR			
1. Vision, Mission, goals and Objectives	3.91	HP	3.96	HI	.734	Significant	Strong
2. Organization and Governance	3.85	HP	4.05	HI	.643	Significant	Moderate
3. Academic Program	3.96	HP	4.21	HI	.558	Significant	Strong
4. Faculty	3.81	HP	4.09	HI		Significant	Moderate
5. Students	3.90	HP	4.12	HI	.668	Significant	Moderate
6. Library	3.60	HP	3.91	HI	.803	Significant	Strong
7. Physical Plant	3.99	HP	4.09	HI	.486	Significant	Moderate
8. Administration	3.94	HP	4.17	HI	.705	significant	Moderate

CONCLUSIONS

Based on the findings, the following conclusions were drawn: (1) All CAR-SUCs manifested good practices in response to accreditation standards; (2) Academic cultures brought about by the management innovations gave tremendous impact leading to positive consequences, however, there is need for more consideration in the areas of organization and governance, academic program, faculty, library, physical plant and facilities and administration. To a great extent, the practices are highly influential; and (3) The practices are in parallel with the influences of the management innovations.

RECOMMENDATION

- Major paradigm shifts with respect to enhancing academic cultures need a continuous monitoring through assessment researches.
- Bold ventures play a critical role for the CAR SUCs to move toward academic excellence, thus, stakeholders continuously be partners in the formulation, implementation and dissemination of policies.

- CAR-SUCS continue striving collaboratively for sustainable academic excellence practices and exude their practices to others through academic exchange within the Region.
- The CAR-SUCs utilize the data gathered from their own institutions assess their practices for improvement.
- Review of the accreditation tool to suit the accreditation level for the different areas is suggested.

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